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ABSTRACT

This paper describes the redesign of the goals and objectives of a secondary teacher education program employing authentic assessment. A sophomore level field experience course was identified to run a pilot study of an assessment process that employed video portfolios for evaluation of students' teaching behaviors. The videotapes set the basis (with a measurable and observable baseline) for developing a portfolio to be used throughout the program and during future job interviews. Following a review of the literature, reflecting a national movement to provide more measurable and clearly defined teaching outcomes, the following steps of the redesign are highlighted: (1) development and refinement of program goals and objectives; (2) development of assessment instruments; and (3) collaborative assessment efforts with school districts. Steps which are to be completed over the next three years are also presented. Appendixes provide a list of assessment systems tasks; a syllabus entry for the Introductory Field Experience Course; field experience guidelines for students enrolled in the field experience course; a student evaluation form; a copy of a cover letter addressed to cooperating teachers explaining the teaching behavior assessment; and a Field Experience Performance Evaluation instrument. (Contains 19 references.) (LL)

Assessing Teaching Behaviors Through Video Portfolios in Field Experiences

Presented at the Annual Conference of the

Missouri Unit Association of Teacher Educators

MUATE

at

Marriott's TAN-TAR-A Resort

Osage Beach, Missouri

November 12, 1993

by

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Overview

As part of a federal grant titled "Funds for the Improvement of Post Secondary Education" (FIPSE) the Department of Curriculum and Instruction at Central Missouri State University is in the third year of its secondary education redesign. A major component of this redesign is the implementation of "authentic assessment" into the early field experience through video portfolio development. Another component is the employment of Outcome-based education aspects through the implementation of Continuous Improvement Process.

The purpose of this presentation is to explain the process of this programmatic redesign as well as the components within it which include the following: (a) Developing a well-defined set of goals and outcomes, (b) identifying students' teaching skills through authentic assessment (video portfolio development), and (c) enhancing the relationship among the university, surrounding school districts and state agencies.

Abstract of Presentation

During a redesign of its goals and objectives of the secondary professional sequence, the Department of Curriculum and Instruction at Central Missouri State University, Warrensburg, Missouri, has been able to employ Authentic Assessment in an early field experience. The school districts that worked jointly on the project incorporated their expertise and experience in the assessment of novice candidates through videotape assessments. Those same videotapes will set the basis (with a measurable/observable baseline) for developing a portfolio which will be used throughout the program and during future job interviews. This presentation will highlight the steps of the redesign including: (a) development and refinement of program goals/objectives, (b) development of assessment instruments, (c) collaborative assessment efforts with school districts. The remaining steps which are to be completed over the next three years will also be presented.

The need for assessment systems that utilize tasks is being signalled from a variety of quarters. Wiggins (1989) noted that if we want children to be able to read critically, write graceful prose and solve real scientific or historical problems, then our tests should ask them to explore literature, write thoughtful and readable prose and do laboratory or primary source research. The same can be said for preservice teachers. If we want our teacher education graduates to be able to teach, they have to demonstrate those skills defined as teaching. Not only do they have to demonstrate those skills, we (as decision makers) have to be able to evaluate those skills based on clearly defined criteria. The task of identifying and defining those behaviors regarded as necessary for effective teaching is arduous.

This research reflects a national movement to provide more measurable and clearly defined teaching/learning outcomes at all levels. As Woulk (1989) indicates (speaking on the establishment of the National Board) "For the first time in history, a national body with a teacher majority has defined what every classroom teacher should know and be able to do" (cited by Lathlaen, 1990, p. 51). This pattern is supported by Harthern and Rolle (1991) who state that in response to the excellence and accountability movements, many state departments of education, teacher training institutions, school systems and research agencies have identified what they consider to be desirable teaching behaviors and skills. Harthern and Rolle (1991) also state, "Demonstrating competency has been made a gatekeeper for entering teachers in many school systems" (p. 52).

Competency Defined in the Literature

The literature related to teaching effectiveness revealed that the term "competency" was an imprecise term used frequently but with varied usage. It appeared to be used interchangeably with teaching skills, behaviors, effective instruction, etc. As Borich (1979) states, "Perhaps because its origins may have been more political than substantive, the term has yet to take on a single universally recognized meaning" (p. 77). This sentiment is echoed by Smith (1971) who states:

"Despite all of our efforts, we apparently have no generally accepted conceptual system, psychological or otherwise, by which either to formulate or to identify the skills of teaching . . . it is clear that research would be advanced measurably by a conceptual system for formulating and identifying teaching skills." (cited in Henderson & Lanier, 1973, p. 4)

Zahorik (1986) supports the notion that there are some teaching skills that all teachers should possess. "All teachers . . . ought to be able to give lucid explanations . . . be able to structure knowledge in a way that promotes understanding . . . be able to manage groups of learners. But beyond a few obvious skills such as these, identifying universal teaching skills is difficult because teaching skills emerge from one's conception of good teaching" (p. 21). As Zahorik further states, "If we accept that teaching skills are not independent of conceptions of good teaching and that there are multiple sets of skills, a problem arises: What teaching skills ought teachers acquire?" (p. 23).

In their review of the literature, Cooper, Jones and Weber (1973) saw three kinds of teacher competencies: (1) Knowledge competencies "What is it a teacher should know in order to be effective in teaching?" (2) Performance competencies "What is it the teacher should be able to do in order to be effective?" (3) Consequence competencies "What influence should the teacher have on pupil behavior?" (pp. 19-20). Cooper, et al. (1973) further indicate that teaching competencies should be stated, ". . . in terms of those understandings, skills and attitudes that would have an effect on the growth of the children" (p. 21).

Rationale to Identify Teaching Competencies:

Although there appears to be no consensus on effective teaching competencies, there is a constant and consistent call to identify them. Howsam, et al. (1976) state that little progress will be realized until teacher education develops into the curriculum a body of recognized teaching skills.

Cruickshank and Metcalf (1990) support this belief in stating, "It would seem professionally advantageous for teacher educator scholars to create some unifying conceptualization or taxonomy to provide a map of the territory that might guide curricular and instructional efforts" (cited in

Keller, et al., 1992, p. 12). Keller, et al. (1992) further state, ". . . the first step toward improving teacher training is to identify and validate teaching skills which are known or believed to be critical" (p. 11). Cooper et al. (1973) agree that:

It is the identification of agreed-upon generic teacher competencies (those which all teachers should be able to accomplish, no matter what their specialities) that really builds the core of any teacher education program . . . The difficulties in specifying competencies often seem overpowering. However, many of the difficulties can be alleviated by careful preplanning and effective communication among those involved. The move from program assumptions to teacher competencies to specific instructional objectives must be viewed as crucial. (Cooper, 1973).

Keller, Laut and Rausenbaugh (1992) attempted to validate critical teaching skills through an extensive review of the research related to teaching skills. They identified, analyzed and evaluated 132 different skills through various research sources to arrive at a model with 22 critical teaching skills stratified into three areas: (1) PREACTIVE SKILLS which included: diagnosing skill levels, developing objectives, prescribing materials, time management, and planned repetition; (2) INTERACTIVE SKILLS which included: set induction, variety of instruction, use of advanced organizers, smoothness of transition, enthusiasm, using examples, cueing (verbal and non-verbal), higher order questions, divergent questions, probing questions, and (3) REFLECTION which was defined by Valverder (1982) as, ". . . the teacher examining his/her situation, behavior, practices . . . asking the question, 'What am I doing and why?" (cited in Keller, et al., 1992, p. 27).

Additional concerns noted in the literature were that teacher education program requirements were often inconsistent with teacher education student needs. (Cooper, et al., 1973). Many teacher educators emphasize in their courses those things that seem important to them, but these perceptions often clash with those of the prospective teachers. (Fuller, 1967). Reynolds (1992) concluded, in her synthesis of findings from research on teacher effectiveness, "For the most part, research on teaching has been conducted by researchers interested in teaching rather than teachers interested in research. . . What teachers say is important to

effective teaching and what researchers have studied and think is important often differ" (p. 2). Reynolds also found that most studies related to competencies, " . . . are usually conducted in two disciplines--mathematics and reading--and in the elementary grades. This is a stumbling block for those who want to use this literature to create a more comprehensive picture of what competent teaching is" (p. 2).

It is the intent in the redesign of the program at CMSU, through the collaborative efforts of college faculty, public school teachers, and state agencies, that a better teacher will be developed - one whose skills and competencies in teaching have been clearly identified and accurately evaluated.

Authentic Assessement

Marzano and Kendall (1991) acknowledge that the descriptions and conceptualizations of authentic assessment are as widespread as the support for it. There is great variety in the types of tasks that are considered authentic, and there are certain characteristics mentioned in the literature that are common. Marzano and Kendall have designed a listing of authentic tasks and their characteristics: Production oriented: Task utilizes at least some knowledge not currently in long term memory; Multi-dimensional: Refers to the diversity of the cognitive operations that are utilized in a task. Non-routine: Even though a task is cognitively complex, it might be performed in a step-by-step routine fashion that requires little thought. Data based: When a task is data driven, the learner must collect and assemble information. Partially specified: The extent to which the learner is free to specify the content and the outcome of the task. Long term: The amount of time taken to complete a task. Domain relevant: The extent to which a task is considered important within an accepted domain of study. Interdisciplinary: Involves knowledge from two or more domains. Personally relevant: The extent to which those engaged in the task perceive it as falling within their set of personal goals. (p. 2-6)

The CPI Model for Student Learning

The Continuous Process Improvement Model (CPI) provides a framework for establishing, reviewing, revising, and communicating the educational objectives and content of each degree program. CPI provides a generalized process for curriculum design and review, student learning, student assessment, and program assessment (CMSU, 1991).

CPI is based on the principles of the Assessment-As Learning Model and Total Quality Management and on educational research. Under faculty leadership, university-wide implementation of the CPI model began in 1991 with the support of a three-year grant from the Fund for the Improvement of Post Secondary Education (FIPSE). All four academic colleges and many non-academic functions of the university are involved in the CPI/FIPSE project.

Student learning is the core process of the CPI model. Rather than defining student competency in terms of completing a prescribed program of courses, CPI defines student competency in terms of performance-based student outcomes (Knowledge, skills, and attitudes). These outcomes replace required curriculum as the organizing principle for the major program. Performance-based student outcomes drive the major program design and course content, and serve to unify the learning process across the curriculum. Since CPI involves a university-wide effort focusing on outcomes-based, performance-oriented student learning, students become accustomed to CPI concepts prior to beginning major area course work.

Through the CPI process for curriculum and planning and improvement, faculty for each major program: Articulate expected student outcomes and performance criteria for the major program; Validate student outcomes and criteria through collaborative review involving constituent groups (student, employers, alumni, faculty in other disciplines); revise curriculum in terms of development of expected student knowledge, skills, and attitudes; Assess student performance relative to explicit student outcomes on the basis of explicit performance criteria; and Apply feedback obtained from student performances for continuous individual and curriculum improvement.

The CPI model also applies the performance-based learning process to classroom teaching. For each course, the major program faculty: Specify expected student outcomes and performance criteria at a developmental level appropriate to the position of the course in the educational sequence; Employ teaching techniques involving active student participation and performance in the learning process; Assess student performances (including self, peer, and instructor assessment) in terms of expected outcomes and explicit performance criteria; and Apply feedback from individual student performances to cognitively improve individual student abilities.

In the CPI model, observation and assessment of student performances provides feedback for both curricular improvement and individual student development. These feedback loops within the classroom learning process are shown in Exhibit 1. The fully mature assessment program will include both internal (in-class) and external (comprehensive assessments).

Assessment Data Collection and Use

Through CPI implementation Central can make substantial progress in improving curriculum planning and classroom learning. In the near term the university must develop better measures to quantify program outcomes and to measure achievement relative to expected performance standards. Measurement of program performance must provide useful feedback for program improvement and must provide a means for sharing program performance with external constituents.

The CPI model focuses on assessment as a student learning tool rather than as a means of program evaluation. The assessment process also returns feedback which is useful for program, curriculum, and course evaluation and improvement. The department and college assessment committees must devise improved processes for collecting, using, and reporting student assessment information for designing quantitative program objectives and evaluating program performance.

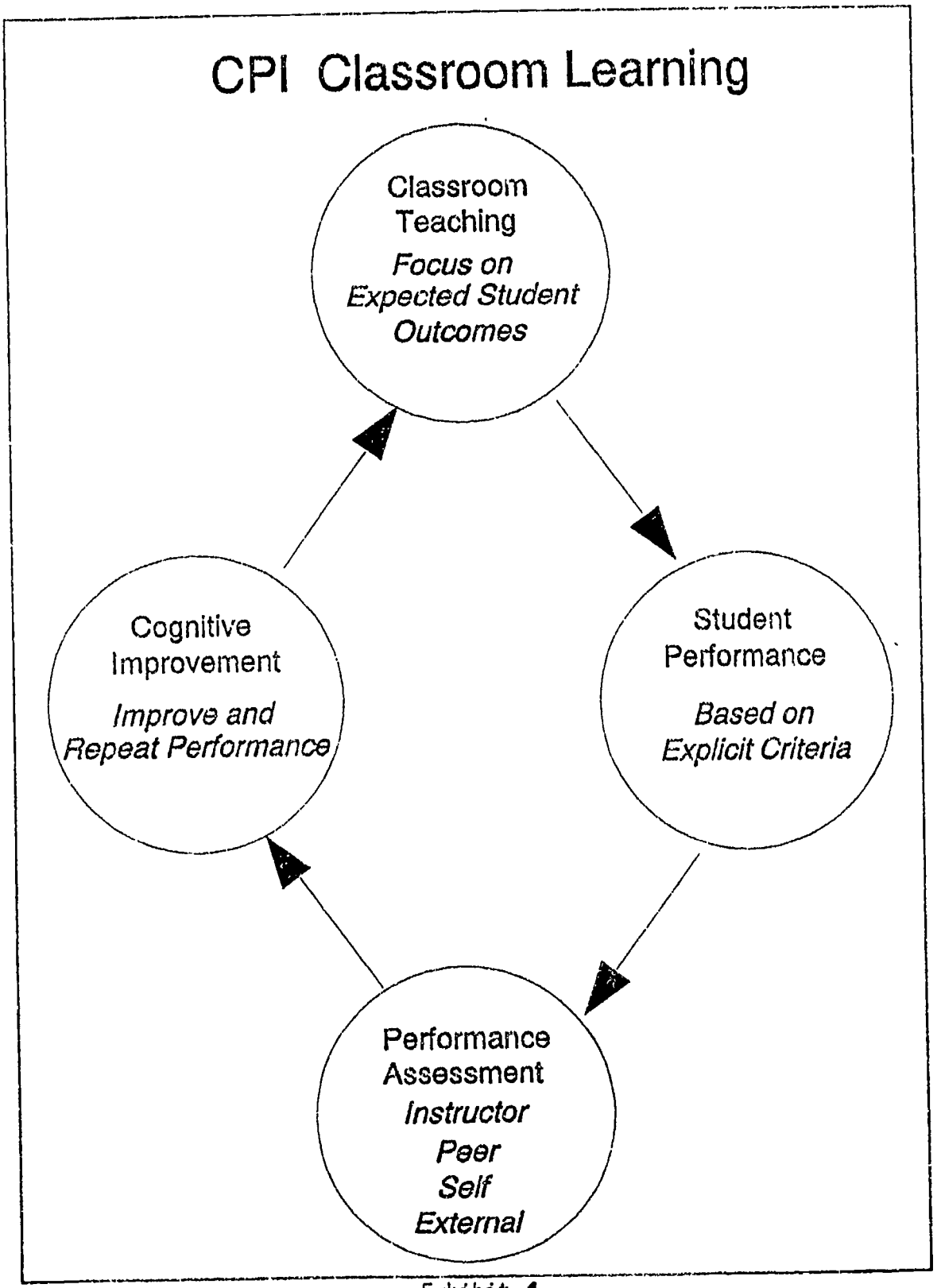
CPI Classroom Learning
Classroom Teaching
Focus on Expected Student Outcomes
Student Performance
Based on Explicit Criteria
Performance Assessment
Instructor
Peer
Self
External
Cognitive Improvement
Improve and Repeat Performance

Exhibit 1

Results

In the spring of 1993 at Central Missouri State University, a sophomore level field experience course (See Appendix B) was identified to run a pilot study of an assessment process that is part of the CPI model, secondary education redesign component. The pilot assessment project would employ the use of a video portfolio for the assessment of the teaching behaviors of the students in the course as compared to first year teaching behaviors. All students enrolled in the course were informed that they would be part of the pilot, and that they would be assessed on their teaching behaviors. The students were told that the assessment would not have any affect on their course grade. The students were also told to communicate the objectives and requirements of the course and the pilot component to each of their individual cooperating teachers. Additionally, the researchers sent a cover letter explaining the teaching behavior assessment along with a copy of the tool and a return envelope to each cooperating teacher (See Appendix C).

Each student was given the responsibility to organize the logistics so that the videotape could be accomplished within an eight week timeframe and to ensure that the researchers would receive two copies of a video session which would show each student's individual teaching behaviors. Once the instructors received the video tapes they then viewed the teaching behaviors of the students and assessed them using the same tool the cooperating teachers completed.

The results of the cooperating teachers were completed (See Table 1) and suggest that the students were above normal expectations as compared to first year teachers. The results of the instructors were one point on average below the cooperating teachers' assessment for each category except dress and posture which were approximately the same.

Problems

During the pilot study a few problems arose with respect to communications with the principals of the schools where the students completed their assigned course work. There were a few instances of difficulty in the procurement of audiovisual equipment that the student's needed in order to

Table 1

Public School Teachers' Evaluations of First Experience Teaching Behaviors

Competency (N=43)	Tally/Percent*			M	SD
	1a	2	3		
Anticipatory Set	1 / 2.6	21 / 55.3	16 / 42.1	2.39	.55
Communicates Objectives	- 0 -	16 / 41.0	23 / 59.0	2.59	.50
Provides Rationale	- 0 -	22 / 59.5	15 / 40.5	2.41	.50
Organizes/Sequences Content	1 / 2.5	12 / 30.0	27 / 67.5	2.65	.53
Nurtures Critical Thinking	1 / 3.1	17 / 53.1	14 / 43.8	2.41	.56
Models, Uses Examples	- 0 -	13 / 34.2	25 / 65.8	2.65	.48
Checks Understanding	3 / 7.5	14 / 35.0	23 / 57.5	2.65	.48
Reexplains (reteaches)	- 0 -	14 / 36.8	24 / 63.2	2.63	.49
Accommodates learning styles	2 / 6.3	17 / 53.1	13 / 40.6	2.34	.60
Uses visuals to clarify	- 0 -	13 / 36.1	23 / 63.9	2.63	.49
Reviews Lesson	3 / 9.7	13 / 41.9	15 / 48.4	2.38	.67
Presets for Next lesson	1 / 4.8	12 / 57.1	8 / 38.1	2.33	.58
Uses App. Methods	- 0 -	17 / 41.5	24 / 58.5	2.58	.50
Checks for Understanding	3 / 7.1	19 / 45.2	20 / 47.6	2.40	.63
Teacher Attitude	1 / 2.6	6 / 15.4	32 / 82.1	2.79	.47
Uses App. Class. Mgt. Tech.	1 / 2.4	11 / 26.8	29 / 70.7	2.68	.52
Physical Appearance: Dress	- 0 -	2 / 18.6	35 / 81.4	2.81	.39
Physical Appearance: Posture	- 0 -	7 / 16.3	36 / 83.7	2.84	.38
Appears Confident, in Charge	3 / 7.0	10 / 23.3	30 / 69.8	2.63	.62
Appears Enthusiastic, Motivated	1 / 2.4	7 / 16.7	34 / 81.0	2.79	.47

***Note: All competencies were not observed by evaluating teachers**

a **1 = Very Poorly Done-Below Average**

2 = Acceptable Work-Average

3 = Done Exceptionally Well-Above Average

complete the task. Four cooperating teachers questioned the validity of the "pilot tool" and sent it back unanswered along with editorial comments about the process. The researchers view the tool as a preliminary draft in need of refinement in order to further differentiate levels of achievement i.e. quality indicators, of observed behavior. The cooperating teachers were not trained prior to the pilot. The researchers gave a lot of responsibility of the project to the students; this proved to be a major mistake.

Conclusions And Recommendations

The use of video portfolios is an excellent idea and a worthy component of any teacher education program, however the gathering of these type of data could and has proven to be a logistical nightmare. Video portfolios do provide an observable baseline of teaching behaviors which can be added to throughout the teacher education candidates program. The utility of the baseline is questionable due to the distorted evaluations by the cooperating teachers who might have been concerned that the assessment would affect the student's grades in the course even though they were told differently.

The continuation of the process is necessary for the inclusion of authentic assessment in a teacher education program. It is the first stage in the development of a portfolio for our teacher education candidates. The process of assessment via a video portfolio need to be adopted as a permanent entity of the teacher education program at CMSU once the logistical/communication problems are resolved.

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APPENDIX A

Tasks

Secondary Professional Education

CPI

1. Survey students, graduates and/or employers for what they expect as outcomes of the program.
2. Define generalized student outcomes for the major/program.
3. Pilot test the stated generalized outcomes with full faculty, students, graduates and/or employers.
4. Examine the current curriculum and identify where the outcomes are addressed.
5. Develop a matrix to display the array of courses and where the outcomes are addressed.
6. Modify courses so that all outcomes are represented in a logical sequence and logical reinforced development throughout the array of courses.
7. Develop measurable criteria for each outcome.
8. Develop assessment exercises.
9. Develop /modify/confirm specific courses in preparation for implementation of the system of explicit outcomes.
10. Develop/select comprehensive assessments for the major/program.

APPENDIX B

SYLLABUS--EdCI 2150 --Introductory Field Experience

1. SCOPE OF THE COURSE

The course will address introductory experiences at the elementary or secondary school level and provide opportunities for beginning teachers to become involved with children and professional teachers in a school setting.

2. PURPOSES OF THE COURSE

The purposes of the course are as follows: (1) to develop the students' observational skills, (2) to aid the student in identifying an age group and subject area(s) with which to work as a teacher; (3) to gather data that will provide a base for a decision concerning teaching as a career; and (4) to enhance the integration of the teacher preparation program content with classroom experiences.

3. OBJECTIVES OF THE COURSE

The objectives of this field experience will enable the teacher education student to:

a. Develop classroom observational skills.
b. Gain realistic experience in working/interacting with children in an actual classroom
c. Make an informed decision concerning the selection of teaching as a career.
d. Choose a preferred age group and subject area specialty for teaching.
e. Relate the classroom experiences to student growth and development and to the teaching-learning process.
f. Be made aware of youth with varying handicaps and socio-cultural backgrounds.
g. Understand the nature and role of the school in the education of youth.

4. CONTENT

Observation and participation activities will be related to the following content areas:

a. Growth and development
b. Psychology of Learning
c. Handicap conditions
d. Socio-cultural relationships
e. Curriculum and Instruction
f. Classroom control and management
g. Observation skills

5. JUSTIFICATION

Field experience is a mandated component of teacher certification standards in Missouri. Achievement of the course purposes in this experience will benefit the student.

6. PROCEDURE FOR ASSIGNMENT

Early field experience placement will generally be made as follows:

a. All official contacts for placement in the Warrensburg Public Schools will be made by the Office of Clinical Experiences and Certification.
b. Initial contacts for placement outside of Warrensburg must be made by the students who in turn confirms the school approval with their university instructor.
c. Each student must meet a minimum standard of 25 clock hours of field experience contact in addition to on campus classroom activities.

The first hour of Field Content will consist of a meeting between the student and the cooperating teacher prior to the observation/participation time span. This must take place at a time convenient to both parties.

FIELD EXPERIENCE GUIDELINES
for
Students Enrolled in EdCI 2150

You are embarking on an education program which will place you in a realistic laboratory where you can observe and/or assist teachers and children. One very basic objective of this program is to help you to learn about yourself as an emerging teacher--a professional committed to helping children and youth.

Whatever your expectations for working in this field experience, our major purpose is--TO ENABLE YOU TO KNOW YOURSELF IN RELATION TO THE SCHOOL SETTING...and to understand better that school setting and its structure.

Until recent years, far too little attention has been paid to the direct-experience aspect of teacher preparation. The Missouri Department of Elementary and Secondary Education (DESE) has ruled that all newly certified teachers must have had, prior to student teaching, a field experience evaluated for two semester hours of credit. This is consistent with NCATE certification criteria. Prior to this requirement, teacher education students themselves often commented, "We need to get into classrooms and schools sooner that our last semester!" Central's field experiences will provide that opportunity.

The early field experiences are school-based practica established to:

1. Provide education students a preview of our teacher profession.
2. Provide a variety of opportunities for first-hand experience with children and youth and teachers in a realistic school setting.
3. Enable a student to emerge with insights about the practical applications of academic and methods courses in actual classroom situations.
4. Acquaint pre-teachers with a variety of strategies, materials, and equipment.
5. Familiarize students with the duties, responsibilities, organizational roles, and professional interaction of educators.
6. Assist teachers in schools in giving more individualized instruction to their pupils.
7. Provide self-evaluation as to the desirability of teaching as a vocation.

In the EdCI 2150, all students should:

--observe how teachers solve classroom problems, learning to make some judgments as to how they would have dealt with similar problems;

--grasp something of the importance of classroom interactions of all kinds;

--gain some skill in group processes through observation and participation in classroom activities;

--recognize that teaching has its tedious, yet necessary, aspect such as grading papers and routine clerical matters.

Evaluation for Introductory Field Experience will be based on the following plus any additional requirements of the individual instructors:

1. Classroom observations. **100 points** to be based on the evaluation by the cooperating teacher.

2. Variables which affect the decisions teachers make regarding instruction and the personal-social growth of the learner is paramount to the graduated system of induction to teaching at Central. The primary focus of 2150 is to provide the teaching candidate with an opportunity to study the teaching-learning process. Consequently, the skills of observation are necessary in your gaining insights into various behaviors, interactions, and attitudes of the dynamic classroom. A major assignment for the field experience will be your development of an observational notebook. This notebook will contain itemized entries regarding various aspects of the classroom. Your text addresses observation. During several of our sessions prior to your placement in the schools, we will concentrate on developing your observational skills. Again our focus is to assist you in your perceptions of the classroom in action. **100 points**

3. All students will be required to complete a culminating activity. The activity will consist of developing a succinct paper, three pages typed, explaining the impact of the observation and participation experiences with respect to the student's decision to teach. **50 points**

TOTAL **250**

GRADING SCALE

233-250	A
213-232	B
188-212	C
163-187	D
< 163	F

STUDENT EVALUATION FORM FOR INTRODUCTORY FIELD EXPERIENCE

Thank you for assisting us in this experience. Please complete this evaluation form for, _____, using your best judgment based on the limited time he/she was in your classroom. Do not feel you have to assess each item. Please write a brief comment concerning the student's strengths, and any areas which are in need of improvement. PLEASE CHECK THE APPROPRIATE BOX. This form will be available for student review.

AREA	ADEQUATE	INADEQUATE	NOT OBSERVED
1. FRIENDLY AND POLITE			
2. PUNCTUAL			
3. RESPONSIBLE			
4. APPEARANCE			
5. HUMAN RELATIONS SKILLS			
6. OBSERVATIONAL SKILLS: TOOK NOTES, FOCUSED ATTENTION ON STUDENTS			
7. ENTHUSIASM FOR TEACHING			
8. COOPERATION			
9. EXERCISES GOOD JUDGMENT			
10. WILLINGNESS TO BECOME INVOLVED			

COMMENTS: (Use back of sheet if necessary)

Please mail the evaluation form within the attached prepaid envelope directly to the professor at Central, Warrensburg, MO 64093

SIGNATURE _____ DATE _____

APPENDIX C

Central
MISSOURI STATE UNIVERSITY

Department of Curriculum and Instruction
Lovinger 300
Warrensburg, MO 64093
816-543-4235
FAX 816-543-4167

March 5, 1993

Dear Teacher:

We need your experience and expertise as we redesign the teacher education program at CMSU. One area of focus of this redesign is the analysis of those observable behaviors exhibited by effective teachers.

The enclosed "Field Experience Performance Evaluation" form is designed for the purpose of assessing these behaviors. Would you assist us in this process by observing and evaluating one of our field experience students as they teach a short (10-15 minute) lesson. Please evaluate the student's performance against your expectations of a successful first-year teacher.

We plan to also evaluate the student's teaching via a videotape. It will be up to the student to secure the necessary taping equipment and videotapes.

Please note that your evaluation will have absolutely no impact on the students' grades. This information will provide us a baseline for later comparisons when the student does his/her microteaching. Please feel free to write narrative comments regarding the student's performance and the procedure itself.

Your help in this matter will be greatly appreciated. Please return performance evaluation form in enclosed envelope. Thank you in advance for your assistance.

Sincerely yours,

Wayne Williams
Assistant Professor
Curriculum and Instruction
Lovinger 300
Phone: (816) 543-4235

Enclosures

Central Missouri State University
Field Experience Performance Evaluation
Secondary Education

Student Name:_____ SS#_____ Date_____

Purpose: The purpose of this instrument is to analyze first-experience teaching behaviors. This instrument will provide the Department of Curriculum and Instruction (and the student) a point of reference (baseline) in evaluating the student's progress in the area of teaching behaviors.

Directions: Please complete this form as you observe a student provide instruction in a short (10-15 minute) lesson. Please remember, you are comparing this performance against the expected performance of a successful first year teacher. Also remember that this is the student's first teaching experience; all behaviors may not be exhibited. Thank you for your assistance with this task.

The Ratings to be Assigned Are as Follows:			
0	**1**	**2**	**3**
Not Evident	Very Poorly Done Below Average	Acceptable Work Average	Done Exceptionally Well Above Average

1. Lesson beginning:

Anticipatory set	0	1	2	3
Communicates objectives	0	1	2	3
Provides reasons/rationale for learning	0	1	2	3

2. The lesson:

Organizes and sequences content properly for learning	0	1	2	3
Nurtures critical thinking through higher order questioning	0	1	2	3
Models, uses examples, demonstrates	0	1	2	3
Checks students' understanding	0	1	2	3
Reexplains (reteaches) as necessary	0	1	2	3
Accommodates different learning styles	0	1	2	3
Uses visuals to clarify and enhance lesson	0	1	2	3

(Continue on next page)

0	1	2	3
Not Evident	Very Poorly Done Below Average	Acceptable Work Average	Done Exceptionally Well Above Average

3. Lesson closure:

Reviews lesson	0	1	2	3
Pre-sets for next lesson	0	1	2	3

4. Congruence among lesson objectives:

Uses appropriate methods for lesson	0	1	2	3
Checks for understanding	0	1	2	3

5. Teacher attitude/manner fosters learning and mutual respect	0	1	2	3
Uses appropriate classroom management techniques	0	1	2	3

6. Physical Appearance:

Dress	0	1	2	3
Posture	0	1	2	3
Appears confident, in charge, and purposeful	0	1	2	3
Appears enthusiastic and motivated	0	1	2	3

7. Comments about student and/or performance: _____

_____

_____

8. Comments about instrument and/or assessment procedure: _____

_____